DOCUMENT RESUME

ED 041 090 UD 010 390

TITLE	Sensitivity to Interpersonal Relationships: Resource Manual. An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues; School Year 1968-69.
INSTITUTION	Evanston School District 65, Ill.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	68
NOTE	94p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.80
DESCRIPTORS	*Behavioral Objectives, Curriculum Guides, Elementary School Curriculum, Inservice Education, Instructional Materials, Integration Effects, *Interpersonal Relationship, Junior High School Students, Kindergarten Children, *Racial Integration, Resource Materials, *School Integration, *Sensitivity Training, Summer Institutes, Teacher Education
IDENTIFIERS	Evanston, Illinois

ABSTRACT

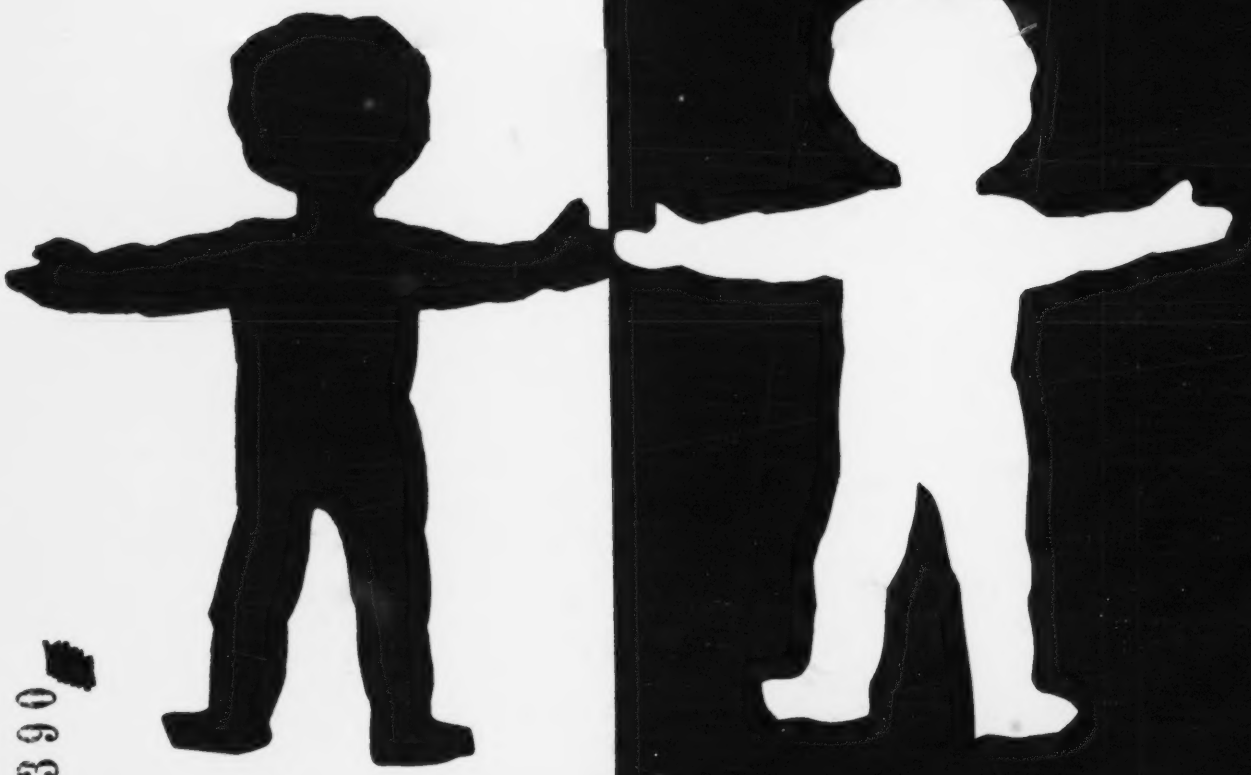
This report describes a Summer Integration Institute conducted by the Evanston, Illinois Board of Education to prepare teachers and administrators for school integration. The focus of the 1967 session was understanding factors of quality integrated education, and in 1968 understanding crucial issues in integration. The participants of these sessions developed a series of resource manuals, film shorts, and Unipacs (self-instruction material for the student, K-8) on each of the following topics: "The Negro in American History (ED 036 573)," "Black Power and Its Effect on Racial Interaction (ED 036 568," "Common Prejudices of Negroes and Whites (ED 036 569)," "Family Background and School Achievement," "Discipline Standards in Integrated Schools (ED 036 570)," "Grouping Children in Integrated Schools (UD 010 391)," "Interpersonal Relations Among Students (ED 036 571)," "Race and Intelligence," "Sensitivity to Interpersonal Relations Among Students (UD 010 390)," and "The Black Self-Concept (ED 036 572)." In this report, a copy of the "Sensitivity to Interpersonal Realtionships" resource manual is included. (RJ)

SENSITIVITY TO INTERPERSONAL RELATIONSHIPS

Resource Manual

ED041090

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY



UD010390

Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

ED041090

WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

---

[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

An In-Service Training Program Which Focuses on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

Gregory C. Coffin
Superintendent of Schools

Laval S. Wilson
Project Director

Annette Grubman
Project Coordinator

Funded by
U. S. Office of Education
Under the Provisions of Title IV, Section 405
Of Public Law 88-352 The Civil Rights Act of 1964

TABLE OF CONTENTS

For

SENSITIVITY TO INTERPERSONAL RELATIONSHIPS

	page
Superintendent's Message	4
Foreword	5
Project Staff	6
Institute Participants	8
Section I -- Introduction to Materials	10
1. Background of Evanston In-Service Training Program	11
2. Second Summer Institute	12
3. An Example of the Materials Developed During the Institute	13
4. A Description of the Materials and Suggestions for Their Use	14
5. Specific Suggestions for Implementing the In-Service Training Program	18
Section II -- Teacher Manual	21
Bibliography	76
Section III -- Student Manual	78

SUPERINTENDENT'S MESSAGE

When I spoke before Upsilon Chapter of Phi Delta Kappa last year, explaining our plan for school integration in District 65, one of the points emphasized was this: No matter what we do in the schools t teach our children about the contributions of the American Negro to the development of this country, no matter what we teach about the basic equality of man, too often it is all contrary to the direct exposure which boys and girls get. Whether you subscribe to John Dewey, or to one of the current high priests of education such as Jerome Bruner, you must still agree that true education is the result of both direct and vicarious learning experiences.

If all direct experiences are contrary to all vicarious experiences, it is not unreasonable to suppose that attitudes of boys and girls -- attitudes learned in the elementary grades -- are going to be shaped significantly by these direct experiences. The answer, then, is to enable the children to have positive early educational experiences, learning with and from each other.

In School District 65, the youngsters, teachers, administrators, general staff, parents and community have completed one year of districtwide school integration. Available evidence seems to indicate that we had a very successful year. For the first time in the lives of many people who live in this community, blacks and whites have interacted in meaningful ways. Young people have begun to develop mutual respect and appreciation for each other as individuals, without regard to skin color. Teachers have relearned the fact that children of whatever color are individuals with individual needs and abilities, and have worked toward providing for these both professionally and personally.

The districtwide in-service training programs we have had for the past two summers have assisted all teachers and students to understand better the content and the attitudinal aspects of integrated education. We feel that we have started on the long road to real integration, and we are glad to share with others some of the things we have learned. The materials resulting from the 1968 in-service work reflect much of what we have learned. We hope they will prove to be useful tools to others who share our goal of the best possible educational experiences for all our youngsters.

Gregory C. Coffin
Superintendent of Schools

FOREWORD

School integration is working in Evanston. If, though, you feel that I am attempting to indicate that we had a year of integration without problems, let me dispel that notion. Successful school integration is a hard, long, and difficult task. We did have problems last year. We will have more problems this year. But, the professional staff of District 65 is deeply involved in in-service training programs which will be of significant assistance to us as we attempt to overcome problems associated with quality, integrated education.

After one year of districtwide integration, it would seem helpful if all of our teachers in all of our schools were provided an opportunity to develop some common understandings about some crucial issues. Our colleagues who participated in the 1968 Summer Integration Institute have developed materials which will be helpful in sensitizing us to the significance of ten of these issues. The resource manuals and film shorts which were produced will be of tremendous value in making the rocky road of integrated education a very rewarding experience for the boys and girls about whom we care so much.

Laval S. Wilson
Project Director

PROJECT STAFF

Administrative Staff

Dr. Gregory C. Coffin	Superintendent of Schools
Dr. Laval S. Wilson	Project Director
Mr. Liam Rooney	Assistant Director
Miss Jeraldine Young	Assistant Director

Consultant Staff for Teacher and Student Manuals and Film Shorts

Mr. Ernest Chambers, Barber; Community Leader, Omaha, Nebraska.

Dr. David Cohen, Visiting Associate at the Joint Center for Urban Studies, Massachusetts Institute of Technology and Harvard University.

Dr. James Coleman, Professor of Sociology, The Johns Hopkins University; Senior Author, Equality of Educational Opportunity.

Dr. John Hope Franklin, Chairman, Department of History, University of Chicago.

Dr. J. Denis Jackson, Social Psychiatrist; Civil Rights Activist, Atlanta, Georgia.

Mr. Jonathan Kozol, Teacher, Newton, Massachusetts; Author of Death at an Early Age.

Dr. James McPartland, Assistant Director, Research and Development Center, The Johns Hopkins University.

Mr. Russell Meek, Black Power Advocate; Community Leader, Chicago's West Side.

Mr. Horace Morris, Associate Director, Washington, D.C. Urban League.

Dr. Robert Nichols, Vice President of Research, National Merit Scholarship Corporation.

Dr. Thomas F. Pettigrew, Professor of Social Psychology, Harvard University; Consultant, U.S. Commission on Civil Rights and the U. S. Office of Education.

Consultant Staff for Teacher and Student Manuals and Film Shorts (continued)

Dr. Clarice Stoll, Research Associate, Department of Social Relations, The Johns Hopkins University.

Mr. S. Thomas Sutton, Attorney at Law; President, Operation Crescent, Elmhurst, Illinois.

Dr. Roy Wood, Assistant Professor, Department of Speech Education, Northwestern University.

Dr. Nathan Wright, Jr., Episcopal Clergyman; Executive Director, Department of Urban Work, Diocese of Newark, New Jersey.

Mrs. Beatrice Young, Director, Department of Education Services, Illinois Commission on Human Relations.

Curriculum Consultants Who Aided in the Development of the Teacher and Student Manuals and Unipacs

Miss Bobbie Deering, Research Associate, University of Illinois at the Medical Center, Chicago.

Mrs. Carma Hales, Director, Continuous Progress Centers, Salt Lake City, Utah.

Mr. William Kendrick, Director of Curriculum, School District 65.

Mrs. Margaret Lindman, Principal, College Hill School, School District 65.

Mrs. Edith Martin, Director of Dissemination, George Washington High School, Charleston, West Virginia.

Dr. John Noak, Assistant Director, Department of Educational Research, Office of Public Instruction, State of Illinois.

Mr. Alfred Rapp, Science Department Chairman, Nova High School, Ft. Lauderdale, Florida.

Film Production

Mr. John Colburn, President of John Colburn Associates, Inc.

INSTITUTE PARTICIPANTS

Authors of "Black Power and Its Effect on Racial Interaction" Manual and Unipacs

Mrs. Mary J. Crotty
Miss Ethel Grays
Mr. Allen Pinchouk
Mrs. Marjorie Wheeler
Mrs. Mary Wylie

Authors of "Common Prejudices of Negroes and Whites" Manual and Unipacs

Mr. Kenneth DeMano
Miss Ellen Hennessy
Mr. Milton Moore
Mrs. Ruby Murray
Mrs. Selma Seider
Dr. Raymond Traub

Authors of "Discipline Standards in Integrated Schools" Manual and Unipacs

Miss Sharon Bernardini
Miss Roberta Garrett
Mr. Bonnie J. Gillespie
Mrs. Gertrude Keith
Mrs. Anita Sue Niece

Authors of "Family Background and School Achievement" Manual and Unipacs

Mrs. Eddie M. Ellis
Mrs. Michael Kaplan
Mrs. Josephine Roane
Mrs. Pauline Swisher
Mrs. Edna Tockman

Authors of "Grouping Children in Integrated Schools" Manual and Unipacs

Mr. Jerome Abern
Miss Harriet Brink
Mrs. Yvonne Davis
Mrs. Sarah Gibbs
Mrs. Carol Nelson
Mrs. Elizabeth Procaccio

Authors of "Interpersonal Relations Among Students" Manual and Unipacs

Miss Gloria Dobrick
Mrs. Dixie M. Ford
Mrs. Judith Halka
Miss Carol Ivy
Mr. Elmore Johnson
Mr. William Siavelis

Authors of "Race and Intelligence" Manual and Unipacs

Mrs. Madge Gould
Mr. William Hannan
Mrs. Mabra Martin
Mrs. Janet Smucker
Mrs. Karen Stavins
Mrs. Miriam Stein
Mr. Richard Stucky

Authors of "Sensitivity to Interpersonal Relationships" Manual and Unipacs

Mrs. Ida Downs
Miss Linda Hairston
Mrs. Bernice Kaplan
Mrs. Dorothy Magett
Mrs. Lillian Payne

Authors of "The Black Self Concept" Manual and Unipacs

Mrs. Elizabeth Arras
Mrs. Katherine M. Chandler
Mr. Lawrence Head
Mrs. Delcome Hollins
Sister Martinelle
Mrs. Betty Rutledge

Authors of "The Negro in American History" Manual and Unipacs

Miss Ellen Fitzgerald
Mrs. Annette Grubman
Miss Mary Lenahan
Mrs. Sandra Perkins
Mrs. Lillian Whitmore
Mrs. Clara Floyd

SECTION I

INTRODUCTION TO MATERIALS

DEVELOPING COMMON UNDERSTANDINGS ABOUT CRUCIAL INTEGRATION ISSUES

Background of the Evanston In-Service Training Program

In the fall of 1967, School District 65 of Evanston, Illinois, put into effect a district-wide integration plan. To implement the plan school attendance areas were redrawn for all of the district's sixteen elementary schools. In addition, the previously all-Negro Foster School was eliminated. The Negro students who would have attended Foster were reassigned to other schools on a percentage-of-enrollment basis. The building facility which was the Foster School is now an experimental laboratory school with voluntary enrollment from throughout the district. All Negro youngsters in District 65 are now attending school on an integrated basis.

In preparation for school integration, District 65 conducted an Integration Institute for more than 300 teachers and administrators during the summer of 1967. The purpose of that program was to assist educators to become more aware of the many factors associated with quality school integration. During the 1967-68 school year, teachers and administrators indicated the tremendous benefits they received from the 1967 Summer Institute.

By no means, though, did we feel that one institute solved for us all or even a majority of our integration problems. Successful

integration is a long process. Attitude changes are sometimes long in coming. We must work continuously at this difficult task. For the educators, upon whose shoulders a great deal of the success of school integration will rest, continuous assistance must be provided in solving integration problems.

Second Summer Institute

As we proceeded through the first year of our integration plan, the need for a set of common understandings concerning certain issues for all educators in the district became apparent. The 1968 Summer Integration Institute was created to meet this need. This Institute focused on developing some common understandings about some very crucial issues in a corps of educators from our school district. Ten such understandings were identified and studied during the institute. They were as follows:

1. Black Power and Its Effect on Racial Interaction
2. Common Prejudices of Negroes and Whites
3. Discipline Standards in Integrated Schools
4. Family Background and School Achievement
5. Grouping Children in Integrated Schools
6. Interpersonal Relations Among Students
7. Race and Intelligence
8. Sensitivity to Interpersonal Relationships

9. The Black Self Concept

10. The Negro in American History

Resource manuals, Unipacs, and film shorts were developed for each of the ten issues. Ten small groups of five or six members each had the specific task of writing one Teacher Resource Manual, one Student Resource Manual, and several Unipacs. In addition, instructional consultants to the Institute made thirty-minute film shorts about each of the ten crucial issues. Together, the written materials and the films will serve as the basis for our district-wide in-service training program.

An Example of the Materials Developed During the Institute

Let us look at one set of materials developed during the Institute. As an example, let us look at the crucial issue entitled, The Negro in American History. The Instructional Consultants for this concept were Dr. John Hope Franklin and Mrs. Beatrice Young. Dr. Franklin made a major presentation to the participants of the Institute*. This presentation on the Negro in our history served as background information for all of the participants. Dr. Franklin and Mrs. Young then became consultants to just the six people who were to write the Teacher and Student Resource Manuals and Unipacs. Essentially, they elicited from the consultants all types of information which could be incorporated into

---

* A two-hour film of Dr. Franklin's original presentation on The Negro in American History is available for distribution through School District 65.

the written materials. At the same time, the history group and the consultants discussed the content of a thirty-minute film short. Together they outlined the concepts which seemed most crucial for inclusion in the film short. The thirty-minute film short that Dr. Franklin then made was recorded on 16mm film and became the correlate to the Teacher Resource Manual -- The Negro in American History. These two items, then, will provide a great deal of content about the Negro in American history, resources to which one could turn for more information and specific activities which would be of assistance in becoming more knowledgeable about the topic.

Even though the above example is concerned with the crucial issue The Negro in American History, each of the ten manuals and film shorts was available to each writing group. This provided a tremendous amount of expertise for the ten groups as they began to formulate ideas for inclusion in their manuals.

A Description of the Materials and Suggestions for Their Use

We suggest that all members of a school staff be involved in this in-service training program from beginning to end. One of each of the ten crucial issues should be the focus of attention for each of the ten months of the school year. We are not suggesting, though, that the first week of each month or each Monday of a week be Negro history week or day. The ideas suggested in the materials can be most helpful to the teachers and youngsters if, once they have been introduced, they become an integral aspect of the daily activities of the schools.

Teacher Manual

The teacher's manual has been developed as a resource for aiding teachers and other adults to develop understandings about crucial issues.

This manual is sectioned into Main Ideas, Sub-Ideas, Behavioral Objectives, Content, Activities, and Bibliography. Definitions for these terms are provided below:

A. Main Idea -- An overriding or general idea which has breadth and depth.

B. Sub-Idea -- Specific ideas which contribute to and make up the main idea. The objectives are built around these.

C. Behavioral Objective -- The specific measurable goal which will demonstrate knowledge of the main idea or sub-idea.

D. Content -- Subject matter which will assist in developing better understandings about the main idea and sub-idea.

E. Activity -- The procedures and methods which will contribute to and aid in achieving the behavioral objective.

F. Bibliography -- Includes references to books, periodicals, poems, writings, records, tapes, and speeches pertaining to the main idea and sub-ideas.

Film Short

The film short is a thirty-minute presentation about one of ten crucial integration issues. There is one film short for each teacher manual.

Student Manual

Each student manual is similar in format to the teacher manual. The content section, though, has been deleted from this manual. Even though this manual is entitled "student manual," it is to be used by the teacher and not the student. The contents of the teacher manual have been worded in student language for the student manual. In this way, the teacher can integrate the main ideas and sub-ideas into her classroom teaching without having to rethink the teacher concepts into those appropriate for students.

Unipac

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the Institute focus on furthering understandings about one of the sub-ideas included in the teacher and student manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The teacher section provides her with the necessary information to help each child work independently with his Unipac.

---

*In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some 8th grade youngsters may be able, after a short introduction, to independently work through many Unipacs. In comparison, kindergarten or first grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As we implement the in-service training program, the representative(s) from your building should be invaluable as a resource. Although each manual and Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

Summary

The film shorts and teacher manuals are geared to furthering the understandings of teachers or other adults about crucial integration issues. Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various

lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. These are geared to self instruction, depending upon the maturity of the student.

Specific Suggestions for Implementing the In-Service Training Program

1. All members of a staff should participate in the in-service training program. In general, a staff should focus on developing understandings about one crucial issue a month.

2. A regular meeting date should be designated and a series of meetings should be scheduled. As a minimum, we suggest one general meeting a month of an hour and a half in length. The purpose of the meeting should be the development of teacher understandings about a particular crucial issue.

   Within two weeks, this meeting should be followed by a second one of an hour. This meeting should be used for small group discussions, department discussions, or subject area discussions, to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.

3. Each participant should be provided a copy of the teacher and student manuals about the crucial issue to be studied prior to the first time the group is to meet. This will provide an opportunity for each participant to become fairly familiar with the material so that he can be an active discussant during the meeting.

4. The film short should be shown at the beginning of the first meeting.
5. A chairman, or discussion leader, should be designated to keep discussion moving in a fairly orderly manner.
6. After viewing the film, the following should occur:
   A. Discussion in large group.
      1. Relate film ideas to teacher manual.
      2. Clarify concerns raised about Main Idea, Sub-Ideas, Behavioral Objectives, Content, and Activities.
      3. Attempt to get participants to express and discuss their true feelings.
   B. If your staff is too large to accommodate meaningful discussion in one large group, break into two or more smaller groups of no more than fourteen in a group.
7. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the in-service training materials.
8. Discussion about the use of the Unipac and methods of implementing the crucial issues with the students should be undertaken at the second meeting.
9. The Unipacs which were written to accompany a manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
10. Provide the opportunity on an ongoing basis for the crucial issues to be an important aspect of the classroom learning of each student.

Concluding Remarks

The implementation of this in-service training program will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that your participation in this program will be a rewarding experience for you and all of your youngsters.

In June, we hope you might indicate a feeling similar to that of one of our Institute participants. "I have never worked so hard in such a short time. The experiences have been frustrating, rewarding, and enriching. An extremely valuable experience in personal and intellectual growth."

SECTION II

TEACHER RESOURCE MANUAL

(For Teacher Use Only)

There is on page 24 of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Teacher Resource Manual. After this summary page each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective, Content, and Suggested Activities.

"There was a child went forth every day,
And the first object he look'd upon,
that object he became,
And that object became part of him for
the day or a certain part of the day,
Or for many years or stretching cycle of years."

Walt Whitman

Leaves of Grass

INTRODUCTION

SENSITIVITY is

1. seeing the other's point of view objectively.
2. recognizing one's own point of view.
3. having an awareness of what may motivate the behavior of one's self, pupils, and parents.
4. having an awareness of consequences of one's own actions.
5. knowing about one's own world and the world of others.
6. seeing differences as well as likenesses.
7. recognizing the dangers in negative generalizations about groups of people.

A SENSITIVE TEACHER

1. is aware of the climate of his classroom.
2. is conscious of pupil interaction.
3. promotes social interaction.
4. is honest, but tactful, with students.
5. is friendly and warm toward students.
6. becomes more sensitized when he shares experiences with his students.
7. LISTENS.
8. reacts, either passively or actively, to a problem.
9. is aware of what may motivate the behavior of himself, his students, and the parents.
10. is aware of the consequences of his actions.
11. has the ability to overthrow negative generalizations and recognize differences.
12. sees differences as well as similarities.
13. looks beyond his dislikes of people for his biases.
14. attempts to learn about each child's self-image.
15. helps the child enhance his self-image.

SENSITIVITY TO INTERPERSONAL RELATIONSHIPS

MAIN IDEA: There is a need for greater sensitivity of the Principal-Supervisor-Teacher toward himself, toward his co-workers, and toward all children and parents, and of children toward other children.

Sub-Ideas:

I. Greater sensitivity can be developed through knowledge of the ethnic, religious, and social backgrounds of the home and community of students and teachers.

II. Greater sensitivity develops more positive attitudes.

III. Greater sensitivity develops more sincere interpersonal relationships.

IV. Greater sensitivity facilitates the appreciation of each individual's worth.

V. The teacher's increased sensitivity to the individual's worth helps the child to raise his level of aspiration and to more fully develop his potential.

VI. Increased parent involvement can assist the teacher in becoming sensitized to them.

SUB-IDEA I:

Greater sensitivity can be developed through knowledge of the ethnic, religious, and social backgrounds of the home and community of students and teachers.

BEHAVIORAL OBJECTIVE 1:

Given a checklist by which the teacher could measure her emotional sensitivity toward ethnic and cultural groups, a teacher should be able to examine her own feelings.

C O N T E N T

Teachers, Free of Prejudice?

(Take This Test and See)

Am I A Good Teacher?

The South Carolina School Desegregation Center, sponsored by the Division of Equal Opportunities of the U.S. Office of Education and established in the School of Education at the University of South Carolina, began operation on June 1, 1968. The overall objective of the Center is to provide a source central to the State of South Carolina from which school districts can obtain assistance in identifying and dealing with administrative and instructional problems occasioned by school desegregation.

. . . a checklist was prepared for school officials and teachers. . . .

The problems occasioned by school desegregation are always complex and require a comprehensive analysis and approach if adequate solutions are to be found. . . .

The following checklist provides guides by which . . . teachers can quickly analyze their efforts to provide the best educational experiences possible for all the students under their responsibility as they

move toward a unitary school system. Each question should be answered by placing the appropriate number -- 1, 2, or 3 -- in the space provided to the left. A number "1" suggests that little or no effort has been made to initiate or carry out the activity. Number "2" suggests that some consideration has been given to the activity but no thorough approach has been taken. A number "3" would indicate that everything possible was being done to carry out the activity.

not at all somewhat to a great extent
(1) ---------- (2) ---------- (3)

. . . Increasing school desegregation often results in new challenges and difficulties for the classroom teacher, or at least, aggravates perennial problems and adds new dimensions to old challenges. In most cases the teacher will accept a desegregated classroom with good will and the desire to meet the common and individual needs of all his students. However, more than good will and desire are necessary.

The perceptive and sensitive teacher soon learns that in the desegregated classroom, especially the newly desegregated classroom, he is forced to reexamine not only his methods and materials, but also his own attitudes and values. Not infrequently he may have to reevaluate and give new force and direction to his commitment to bring out the full potential of each student, as an individual and a group member. He learns anew the debilitating effect that cultural deprivation can have on a child. He may see, first hand, how the segregation or exclusion of a particular minority group or race from the mainstream of the national or regional culture can adversely affect the self-concept and self-worth of minority children. He may see how the arbitrarily forced separation of peoples can produce not only ignorance of one another, but also suspicions, prejudices and harmful stereotypes, insensitivity to the needs and feeling of others, or hypersensitivity and resentment over trivial or imagined wrongs. Hopefully, he will note how these factors hinder the intellectual, emotional and social growth of his students.

This checklist is offered as a guide for self-exploration by the teacher.

. . . Using the three point scale, a total score approaching 75 would seem to indicate that the teacher is moving positively and effectively to meet the problems and challenges of school desegregation.

A Very Personal Test for Teachers

___ 1. Can you identify the human problems that block or hinder open and honest communication between yourself and your principal, your fellow teachers, and your students?

___ 2. Does your classroom conduct inspire your students to respect one another and be open and honest in their communications with you and with other students?

___ 3. Have you read any books or articles lately to increase your understanding of and sensitivity to the particular aspirations, needs, problems, and frustrations of minority or disadvantaged children?

___ 4. Have you worked directly and indirectly to dispel misconceptions, stereotypes, prejudices, and other adverse feelings that members of one group have against members of another group?

___ 5. Do you take the initiative in dispelling prejudices, stereotypes, and misunderstandings among students?

___ 6. Do you listen with an open mind to students and faculty members of other groups, even if their communications are initially disturbing or divergent from your own thinking?

___ 7. Do you strive to avoid expressions and actions which are unnecessarily offensive to members of other groups?

___ 8. Do you take the initiative in discouraging or preventing patterns of informal discrimination, segregation, or exclusion of minority group members from school clubs, committees, etc.?

___ 9. Do you utilize techniques and methods, such as improvisational dramatics, role-playing, joint planning of programs by teachers and students, small group sensitivity discussions, analysis of group roles, that will increase spontaneity and honesty of expression, and an understanding of the dynamics of group interaction?

___ 10. Are you aware that group prejudices and antagonisms might be reinforced by homogeneous or ability grouping, and have you taken steps to prevent this reinforcement?

___ 11. Do you try to prevent latent prejudices or stereotyped thinking from unfairly influencing your discipline or evaluation of students?

___ 12. Does your outside reading assignment include accounts of all races and interracial experiences, and are you familiar with bibliographies containing such readings?

A Very Personal Test for Teachers
(continued)

___ 13. Have you checked with your school librarian to learn how much material of this type is available in your school library?

___ 14. Do you show Negro as well as white family groups in your bulletin board displays?

___ 15. Do displays of work and play groups show Negro and white people working and playing together?

___ 16. Do your classroom pictures of great people include Negroes as well as whites?

___ 17. Have you discarded pictures or posters that reinforce Negro stereotypes, or stereotypes of minority groups?

___ 18. Do you occasionally look through such magazines as Ebony and Jet to obtain appropriate pictures of Negroes that can be used in classroom displays?

___ 19. Do your pictures of cities include depressed areas as well as high-rise apartments and pretty houses?

___ 20. Do you use magazine and newspaper articles relating to interracial experiences and problems that can be discussed in class for better human relations?

___ 21. Do your pictures and posters create a sympathetic awareness of disadvantaged children and groups?

___ 22. Have you evaluated your textbooks to determine whether they contain fair and appropriate treatment of minority groups?

___ 23. Have you made efforts to overcome the deficiencies of your textbooks' treatment of minority groups?

___ 24. Do your students have opportunities to learn democratic skills and values by interacting in problem-solving groups?

___ 25. Do you use problem-solving groups which concern themselves with real problems in intergroup relations which have immediate relevance to the lives of the students?

___ 26. Do you organize and present your material (units of work) to include major contributions of minority groups and individuals?

A Very Personal Test for Teachers
(continued)

___ 27. Have you visited or otherwise personally familiarized yourself with the families and communities of your students?

___ 28. Have you made efforts to involve the parents or guardians of your students in school activities?

___ 29. Have you attempted to establish and maintain some meaningful contact and dialog with the parents, guardians and communities from which your students come?

___ 30. Do you attempt to give special help to any child who needs it without being patronizing?

(H. Larry Winecoff and Eugene W. Kelly, Jr., "Teachers, Free of Prejudice?" Integrated Education: A Report on Race and Schools, Issue 39, May-June 1969.)

Suggested Activities:

1. Student discussion: Since attitudes, feelings and conduct are the primary concerns of intergroup education, it is important for the teacher to be continually aware of the attitudes of students. For this reason, there is no substitute for frank and open discussion of all feelings, as well as facts. Two particular types of discussion techniques have been found effective. They require extra sensitivity and skill to handle but are worth the effort.

   a. Role-playing or sociodrama (see page 66): This is particularly valuable for learning to identify oneself with the feelings of others and to practice social skills. However, specific preparation for its use is essential.

   b. Buzz session technique: In the higher grades, small informal groups for discussion have been found effective for achieving maximum participation by all.

2. Other socially sensitizing activities: Just as the underpinnings of bias are emotional in nature, so the learning activities to immunize against prejudice must be emotional as well as intellectual in content. These activities include:

   a. viewing and discussing films and filmstrips, with proper preparation, and relating them to intergroup understanding.

   b. writing, witnessing, and performing in relevant dramatic stage, television, or radio dramas.

c. performing in or viewing pageants and festivals on intercultural themes.

d. reading, writing or discussing literature concerning intercultural relations or the feelings and problems of persons of other groups. This would include fiction and poetry as well as biographies and essays.

e. listening to or performing music concerning intercultural themes written by musicians of various cultural backgrounds.

f. participating in or observing the dances and games of other countries.

g. arranging and viewing displays and exhibits of pictures and posters, doll collections, and art portraying other cultures or intergroup relations concepts.

h. participating in the observances of various celebrations:

   1) celebrations by various nationality and ethnic groups of holidays common to all.

   2) birthday celebrations of great figures of many cultural backgrounds.

   3) intercultural celebrations, such as Brotherhood Week, Human Rights Day, Bill of Rights Day, Negro History Week, and Equal Opportunities Day.

i. utilizing "the stomach approach" -- eating the foods of other cultures.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given an opportunity to contrast his or her own cultural background with that of a student, the teacher should be able to point out at least three similarities and three differences.

A continually appropriate objective: To counteract the stereotyped idea that minority group persons are inferior to majority group persons.

C O N T E N T

Community utilization and study: The school's neighborhood and community provide the best starting place for meaningful study of intergroup relations problems. The community can be used as a laboratory in several different ways. Some of these are:

1. Interview and talks, in class and in the community, with

   a. representatives of minority groups, concerning topics other than the special problems of their own group.

   b. parents of children or students from distinct cultural groups.

   c. representatives of intergroup relations agencies.

2. Have field trips of "social travel"

   a. organized for a specific purpose, not just "to see."

   b. accompanied by a guide who, if possible, is familiar with the groups being visited.

   c. preceded and followed by supplemental study and discussion to insure understanding.

3. Have interschool visits with schools of predominantly different cultural groups

   a. planned around a specific purpose or interest shared by both groups, not just to perform for each other.

   b. planned to provide for informal, person-to-person contact.

See the manual "Family Background and School Achievement" for additional information.

Suggested Activities:

1. At the same time that students are telling about their cultural backgrounds, tell them about your cultural background.

2. Include dolls of all races and nationalities in a housekeeping play.

3. In bulletin board displays, scrapbooks, and stories for reading:

   a. include representation and pictures of minority group members in roles contrary to stereotype notions.

   b. illustrate the variety of ways in which members of the same group live.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Greater sensitivity facilitates more positive attitudes.

BEHAVIORAL OBJECTIVE 1:

Given a list of likes and dislikes, the teacher will be able to recognize herself in three situations related to this list.

C O N T E N T

Checklist -- Likes-Dislikes

	often	some-times	almost never
1. I enjoy wearing something unique or doing something unique because I like the feeling of uniqueness.			
2. Concerning my feeling of well-being, I don't care what my pupils think of me.			
3. I need to win and give love.			
4. I don't care what my principal and co-workers think as long as I get my paycheck.			
5. I need to be heard in the noon hour teacher conversation.			
6. I can be content to let children discover truths, even if it takes longer than telling them the answers.			
7. I don't think love has any place in the classroom.			
8. I need to win the approval of my pupils.			
9. I need to win the approval of my co-workers and principal for a feeling of well-being.			

SUB-IDEA II:
(continued)

C O N T E N T
(continued)

Checklist -- Likes-Dislikes
(continued)

	often	some-times	almost never
10. I can be content listening to others' conversation without feeling a need to participate.			
11. I need to tell children things that they do not know.			
12. I feel much more comfortable wearing what is in standard good taste and doing conventional things.			
13. I like to see children all writing the same way -- the way our penmanship book teaches.			
14. I try to convince people they are wrong when I know they are wrong.			
15. I like to put myself in some character's shoes and try to solve his problem.			
16. I like to think of myself in my pupils' situation, and remember how I felt at that age.			
17. When I become cross in the classroom, I like to analyze the situation to see the reason for my anger.			
18. I like to see individuals develop their own characteristics in penmanship, knowing that handwriting reveals personality.			
19. When I get angry I try to cool off as quickly as possible, and feel that the sooner I forget it, the better.			
20. I cringe when I hear "bad" language because I know it is offensive to many people.			

SUB-IDEA II:
(continued)

C O N T E N T
(continued)

Checklist -- Likes-Dislikes

	often	some times	almost never
21. I feel a need to correct bad grammar immediately so that other children can hear and learn the correct form.			
22. I am indifferent to "bad" language since it is becoming so commonplace today.			
23. It is more important for me to hear what the child has to say than the kind of grammar he uses.			
24. I am afraid to have my pupils evaluate my teaching.			
25. When I hear derogatory remarks or jokes about another race or ethnic group, I am fearful to speak out in their defense even though I may object inwardly.			
26. I enjoy having guests of another race come to my home.			
27. It bothers me to have people of another race come to my home if I know my neighbors object.			
28. Having children evaluate a class lesson is enlightening to me and helps me plan for more effective teaching.			
29. It is fine to have friends of another race where I work, but my home life does not include having friends of another race visit me.			
30. When I hear generalizations or belittling remarks of another race or ethnic group, I speak out and let others know how I feel.			

SUB-IDEA II:
(continued)

C O N T E N T
(continued)

We who teach are able to do little about changing the conditions of children. The significant role of the school is to accept children, to understand their circumstances, and upon this acceptance and understanding to create an environment which complements the rest of their living. We see this process as one of extending opportunities, of softening the ugly lives of poverty, degradation and neglect, and of strengthening the many positive features found in most homes.

We know that every child needs to have some mature, wise grown-up on his side. In our society every child must attend school. We can then make certain that every child does have fine grown-ups in his life by requiring that teachers be good with, for and to children.

Teachers having this quality of understanding will not blame children for the ways they behave. For one reason, blaming makes no sense. No matter how the children behave, they have learned to be that way. For another reason, people can't think clearly when they are disposed to blame. Teachers have to be eternally wary about a disposition to punish a child for coming from an inadequate home or to punish parents through their children. No good is achieved by sending Susan home for a clean dress or sending a note home asking that Susan be sent to school with clean clothes and clean hands. John finds life no better if he has to stay after school to make up the homework he failed to do because his folks were so mad at him about his poor report card that he couldn't study the night before. Nagging Billy about his fidgetiness does not make the long bus ride less irksome to him nor cause him to sit more quietly, when he gets to school.

We must accept the child as he comes [to us] and we must meet those needs which are not being met at home or elsewhere. The adjustment of the child is the task of the school, not a prerequisite to the child's being in school.
(Howard Lane and Mary Beauchamp, Human Relations in Teaching, p. 8.)

SUB-IDEA II:
(continued)

C O N T E N T
(continued)

The classroom of the public school is the place, the only one for most, in which a great variety of children have the chance to meet, to work and play together, to learn that differences of race, religion, nationality, money and even mental ability are not valid reasons for rejection. There the teacher plays a unique and strategic role, a role that no other adult is called upon to play. When the occasion arises, he must stand between individuals and groups as they struggle with each other. He, with a foot in each camp, must be the mediator, having and teaching children to have more than one loyalty. This kind of opportunity and experience occurs to the teacher and the pupil in the public school. The clergyman has the opportunity to fill the role of mediator only when he deliberately seeks interfaith experiences. The social worker does not have such opportunity, since he is required to be on the side of one person, one family or one social group as he deals with them. Only the teacher legitimately can and must be impartial. This role of mediator is difficult for teachers who, for the most part, fear conflict in any form.
(N.E.A., Teacher Education in the Classroom.)

Suggested Activities:

1. Try to find out something about yourself. Make a checklist of things you like and things you dislike in the classroom or school situation. Use the one in the content, if preferred. Go back over these to see if you have been consistent.

2. Observe three of the most severe discipline measures you use and three that a co-worker uses. In each case, try to think what the child

   a. might be thinking.
   b. might tell another child or parent about it.
   c. might do at that moment if the teacher-pupil roles were reversed.

3. Pick out three children in the classroom who you feel cause disturbances or who have problems. Think of some action you did, or words you used, that showed them you respected them as people. (Praise for their individuality, fearlessness, honesty, ability to speak with conviction, sincerity.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given factual information concerning the treatment of Negroes, the teacher should be able to identify the attitudes that he thinks are necessary for him to have in order to be a part of a forward movement in righting the injustice that has been done to the Negro in our country.

C O N T E N T

One must expect that white teachers and administrators who themselves have been influenced by patterns of segregation will bring to their initial contacts with Negro students feelings, attitudes and stereotypes reflecting their lack of previous contact with Negroes. It is not uncommon for such whites to believe that Negro children are intellectually and psychologically different from white children, and that these differences will result in inferior academic performance. As a result of these fundamental assumptions they believe that when a significant number of Negro students are admitted to their school the educational standards will be lowered, and they must provide specialized counseling to their stereotyped notion of the Negro's inferior abilities and job opportunities. This results in the development of an actual inferiority in the Negro children which appears to justify the original assumption of their inferiority. The burdens on Negro children in an educational situation where they are regarded as peculiar, exotic, or inferior is intensified if they are rejected or ignored by their teachers or classmates. To be regarded and treated as a problem tends almost inevitably to make a human being a problem. (Kenneth B. Clark, Prejudice and Your Child, p. 89.)

Classroom practices should not violate the child's sense of his own worth and integrity -- or his sense of worth and integrity of others. (Ibid.)

> Segregated schools perpetuate feelings of inferiority in Negro children and unrealistic feelings of superiority in white children. (Ibid.)

The Teacher as a Person

At this point, we would like to venture several characteristics of effective teachers which do not usually find their way into the books. Perhaps these are qualities the young children see! They are the result of observation of teachers and teaching from Alaska to Florida and from Maine to California in many classroom settings called "good" by the local school systems where they occur -- the classrooms visitors are invited to see.

These teachers dream big. They have visions. They live at, but go far beyond, reality level, and they conjure their children away with them. They are not earthbound, limited by here and now, not defeated by the obstacles in their paths. When they talk about what they are trying to do with, for, and to children, their eyes take fire; the present reveals infinite prospects for the future, and their faces glow with pride and hope.

These teachers radiate warmth. They do not need to "show" children affection; they have it deeply and in a way that matters. They could not withhold it from children, and children know it instantly.

These teachers have courage. They try -- and encourage their children to try -- many things, some very unorthodox things. They are bored by repetition and find it confining to live within the rules if there are too many of them. Like June, they are "bursting out all over," but inevitably in the interest of the children they are teaching. They like recognition, but not really need it. Their sense of adequacy seems to flow from what they see in children: their happiness, well-being, and growth.

These teachers do not prey upon the emotions of children; that is, they are themselves independent, adequate persons, and they appreciate development along these lines in children. In a sense, they set children free, helping and guiding them toward greater independence.

These teachers are joyous creatures. Quiet or noisy, thoughtful or impulsive, they enjoy what they are doing. They enjoy playing, thinking, teaching -- whatever it is. Consequently, the spirit of joy

pervades the classroom, enveloping children in its lusty, fun-loving embrace.

These teachers listen to children. Their entire posture is toward rather than away from children. Children tell them things -- sometimes their griefs, their fears, their hopes, sometimes deep secrets they've never told before. They write poems and letters to these teachers. Whatever the communication, the teacher is there, listening and responding in life-giving ways, never once betraying a confidence but using it instead to breathe strength into the child.

These teachers put children first. Although they relate well to principals, supervisors, other teachers, parents, and visitors, they hold their first loyalty to be toward the children they teach. This is a part of their adequacy and seems to give wholeness to their purpose. They are not divided.

These teachers are masters of the situation. They have full sense of their responsibility to help children learn, and they move to make the most of everything at hand. When resources they need for teaching are lacking, they usually do not accept it well. When necessary, they improvise devices to help children. The methods they use are not always defensible according to the latest pedagogical pronouncements, but what they lack in form, they make up in spirit.

These teachers operate classrooms that are lived in. While they do not stimulate or court disorder, neither are they thrown by the noise, activity, or messiness which are inevitable accompaniments of happy, productive child life. "School's the thing," and whatever it takes to help children carry out their purposes and continue to grow is acceptable to them.

These teachers are people outside as well as inside school. They know and are known; they are interested and interesting. Frequently they are among those who can always take on one more task for the church, the organization, the neighborhood, the family, the school.

The good teacher is indefinable. He is a composite of all that is warmly human, but has traits that are mostly those of perceptive, adventure-loving people.

(Gertrude M. Lewis, The Evaluation of Teaching, pp. 64-65.)

SUB-IDEA II:
(continued)

BEHAVIORAL OBJECTIVE 2:
(continued)

Suggested Activities:

1. Talk with members of a minority group to learn about definite acts of discrimination which they have experienced.

2. Discuss with others definite acts of discrimination which you have experienced.

3. Read with the children, Hailstones and Halibut Bones, by Mary O'Neill.

4. Think positive ideas associated with colors such as: "Black is beautiful."

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Greater sensitivity develops more sincere interpersonal relationships.

BEHAVIORAL OBJECTIVE 1:

Given opportunities for social and professional meetings, teachers should find activities in which they can establish a closer, more understanding communication among themselves, to the extent that say "I understand you, and you understand me."

C O N T E N T

As related to working with other staff members, young teachers point out such rewards of working together as gaining advice, enjoying a sense of harmony and fellowship in the school, coming to agreement on common goals, and developing teamwork in the solution of problems. Several teachers indicate that it takes stamina and self-confidence, however, to project oneself before others. When one does, he must not resent criticism of himself or his ideas, they say, and he must also be willing at times to do more than his share to keep the relationships open and productive.

Qualities which are mentioned frequently include consideration, tact, loyalty, and interest in and understanding of the projects and problems of fellow workers. Closely related qualities the teachers cited were patience, love, fairness, empathy, sense of humor, and emotional stability.

Other qualities that contribute to good working relations with other teachers include broadmindedness, a respect for individual worth and the opinions of others, and the ability to treat others as you wish to be treated -- with kindness, sincerity, integrity, courtesy, and tolerance.

Such responses as the following were repeatedly given:

Teachers must cooperate and be friendly and helpful.

They must share ideas and responsibilities.

An ethical and professional attitude is necessary.

(Gertrude Lewis, The Evaluation of Teaching, pp. 39-40.)

See also, Parent and Teacher Relationships, Booklet 16, N.E.A., pp. 4-5.

Suggested Activities:

1. Find a time to discuss interpersonal questions with one or more members of your staff.

2. Ask the principal to plan a way of assisting new staff members to become better acquainted with the climate of the school.

3. Participate in a sensitivity retreat.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a list of questions dealing with stereotypes, generalizations, and biases, the teacher should honestly check those items which are closely related to his attitudes.

C O N T E N T

Human Relations

Answer the questions the best you can, then turn it in to the Human Relations Committee. Be very honest and show your "POWER." (Answer all parts of each number.)

1. Black Power means:	Yes	No
a. violence, to get "whitey" off the black man's back.	___	___
b. the power of a man to move as an individual without saying yes'm to anybody and doing what he knows is right.	___	___
c. right now action with positive results led and planned by the Negro.	___	___
d. Write a definition. _____		

2. The average Evanston Negro Family	Yes	No
a. is poverty stricken.	___	___
b. is lower- to upper-middle class.	___	___
c. is starving.	___	___
d. is rather well-dressed.	___	___
e. is very active in community and school affairs.	___	___
f. lives in a home with more than one family.	___	___
g. has few, if any, white friends.	___	___
h. wants little to do with another Negro family.	___	___
i. lives in real slum conditions.	___	___
j. could care less about changing conditions in Evanston.	___	___
k. (other) _____		

3. The average Evanston Negro student

		Yes	No
a.	is poverty stricken.	___	___
b.	is lower- to upper-middle class.	___	___
c.	is starving.	___	___
d.	is rather well-dressed.	___	___
e.	is very active in community and school affairs.	___	___
f.	has few, if any, white friends.	___	___
g.	wants little to do with other Negroes.	___	___
h.	could really care less about changing conditions in the Evanston schools.	___	___
i.	has a great respect and appreciation for the bright, outgoing, smart boy or girl who is Negro.	___	___
j.	wishes to live a life of his own -- and is very individualistic.	___	___
k.	depends a great deal on what the "group" or his friends will say and is led by them for all or most of his decisions about school and personal life.	___	___
l.	likes the person who shows he is a strong leader yet is not a part of the group.	___	___
m.	(other) _____		

4. Should basic classes be eliminated? ___ ___

Why? _____

5. What is your solution for helping the student who really needs special work?

_____

_____

_____

6. Riots occur when these conditions are obvious:	Yes	No
a. hunger	___	___
b. abject poverty	___	___
c. terrible housing conditions	___	___
d. widespread disagreement with people who have power	___	___
e. spontaneous action, for any reason, by an angry mob on the spot	___	___
f. causes have not been talked over	___	___
g. when you can't have your way, and besides, it's where the action is	___	___
h. lack of color TV sets	___	___
i. (other) _____		

_____

7. Which of these causes justify a protest?

a. oppression	___	___
b. use of a beach	___	___
c. attempt to lower the drinking age	___	___
d. right to send food to feed a hungry child	___	___
e. right to live as you wish without hurting someone else.	___	___
f. hope for eventual dignity of all men	___	___
g. mini-skirts and long hair	___	___
h. war	___	___
i. (other) _____		

_____

8. Which condition or causes listed in No. 7 above have existed in Evanston?

_____

9. Was the student protest successful? Why? _____

_____

10. Do you believe that good programs have been started in Evanston? Yes ___ No ___

11. What specific protest do you have?

_____

12. Concerning your protest, what do you suggest must be done?

_____

_____

13. What do these words or phrases mean to you? Write definitions in your own words.

a. Uncle Tom _____

b. Red _____

c. militant _____

d. man _____

e. yellow _____

f. individual _____

g. brainwashed _____

h. black _____

i. freedom _____

j. white _____

k. soul _____

l. Intelligence _____

m. ignorance _____

n. dignity _____

14. What are those qualities in the Negro culture that a Negro student can bring to class to contribute to the whole school and community?

_____

15. Would you take a course in Negro History? ___ Why? _____

_____

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:
(continued)

C O N T E N T
(continued)

All human beings belong to a single species. Since the earliest period of human history, individuals, armies, traders, and whole tribes have migrated and intermarried with other physical types, thus breaking up the distinctive hereditary patterns. As a result, there are no pure races within the human species.

But this does not mean that race is unimportant, or that it has no consequences. Race, in the biologist's sense, has no biologically caused consequences, but what men believe about race has social consequences. In other words, most of men's discussions about race are discussions of their beliefs, not of biological fact. Most of men's actions about race are based on what they have been taught to believe about it, not on what scientists know about it. Race is usually not a biological concept. It is a social concept.
(Raymond W. Mack and Troy S. Duster, Patterns of Minority Relations, Freedom Pamphlets, pp. 25-26.)

Assimilation is the partial or total absorption of a minority person or group. Assimilation, then, is usually a one-way proposition, with very little reciprocity or exchange of values, traditions or customs. The minority group discards its peculiar and foreign ways as the price of complete merger with and disappearance into the dominant social structure.
(Ibid., p. 51.)

Acculturation is a related but somewhat different social process. There is an exchange of cultural artifacts, of food, words, music, and, perhaps, of ideas, values, and customs relating to ceremonies.
(Ibid., p. 51.)

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:
(continued)

C O N T E N T
(continued)

The individual who acculturates without assimilating is a prime candidate for the status of "marginal man."

A marginal man is on the edge of two different cultures, but neither integrated nor accepted by either one.

The Black Afro-American is a marginal member of society. Thus, he knows a great deal about both cultures, but is not sufficiently in rapport to be totally acceptable to either.

The concepts of "invasion" and "succession" are borrowed from plant ecology. The Black Afro-American is almost universally placed into the role of invader and successor. He is almost never invaded and replaced by a new ethnic group.
(Ibid., p. 53.)

The following list of pamphlets is suggested reading material:

Modern Education and Better Human Relations,
William H. Kilpatrick

Patterns of Minority Relations,
Raymond W. Mack and Troy S. Duster

What We Know About Race,
Ashley Montagu

Negro American Intelligence,
Thomas F. Pettigrew

See also, Parent and Teacher Relationships,
Booklet 16, N.E.A., pages 4 and 5.

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:
(continued)

Suggested Activities:

1. Administer and analyze opinion polls to the faculty. These may include items of social distance such as "I would like(dislike, not sure what I want) having a Negro(a Jew, a Catholic, a Japanese) in my house or as a neighbor.

2. Read and analyze historical documents, court decisions, and laws relating to civil rights. Example: Racial Isolation (U.S. Commission on Civil Rights).

3. Read and analyze weekly newspaper magazines and daily papers to see how minority groups are treated on a regular basis.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Greater sensitivity facilitates the appreciation of each individual's worth.

BEHAVIORAL OBJECTIVE 1:

Given a list of ten students that you teach, you should be able to identify significant strengths in five of them.

C O N T E N T

Strength

According to Herbert Oho, "the average healthy individual is functioning on not more than 10 per cent of his potential and all people have undiscovered strengths." Often students overlook positive traits that actually are strengths because they are unaccustomed to having them recognized. This is particularly true of students who are not gifted academically and who think of themselves as failures.

Some strengths that are often overlooked by students:

1. Beauty -- particularly that inner kind.

2. Positive personality traits such as friendliness, sense of humor, desire to help others, pleasant disposition.

3. The ability to work well with others; particularly the ability to follow instructions.

4. Willingness to do the less glamorous jobs which are seldom publicized.

5. Aggression which can be positively directed to a positive rather than negative force -- the kind that makes a person continue to plug even when failure appears a certainty.

See the manual, "The Black Self Concept," for additional information.

Suggested Activities:

1. Observe the behavior of a class of yours for two weeks. Identify, in writing, the most outstanding strengths which each student manifests.

2. Analyze the data collected in Sub-Idea II, (student manual, page 82) to gain further insight into the children.

3. Have a parent list at least one positive trait of her child.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a list of ten people (parents, pupils, or other teachers), the teacher should be able to compare and contrast his/her world and theirs in order to identify those experiences which are common, and those which are unique.

C O N T E N T

Common Elements

Examples of common elements in the world of the teacher and the students:

1. Both are human beings, American, and male or female.
2. The language spoken is common to most students and teachers.
3. Teachers have parents, just as students do.
4. Teachers operate under a set of rules, regulations and authority figures, just as students do.
5. Both teachers and students have a set of expectations prescribed by others, under which they should operate:

   a. Teachers are expected not to scream even when they are angry.
   b. Teachers are expected to be punctual and responsible.
   c. Teachers are expected to interest students even when they are not interested.
   d. Teachers are expected to dress in a certain manner.
   e. Students are expected not to cry even when they are upset.
   f. Students are expected never to scream.
   g. Students are expected to be punctual.
   h. Students are expected to be interested even when the subject is boring.
   i. Students are expected to dress properly.

6. The teacher might be a member of a minority group, as are some students.
7. The teacher might have experienced some kind of hostility, as have children.
8. The teacher might share interests and likes with some children (baseball, football, Chinese food).

Suggested Activities:

1. Develop student activities in which the students will rely on their backgrounds and share their experiences with others.

   a. Assign compositions in which the students will discuss either religious activities in which they are involved (youth group, choirs, worship) and/or religious preferences.

   b. Assign students the task of identifying experiences which they have had that are different from those of their classmates.

2. Develop staff social activities which will allow teachers to get to know one another, on other than a professional level.

3. Utilize the data collected in Sub-Idea I, Behavioral Objective 2, page 31 of teacher manual, to develop a background of information about the social and physical worlds of parents and students.

4. Develop the art of listening. Listening is a skill which is imbedded in one's attitude toward the immediate group. It takes time and a special effort in attending to the speaker. Some pertinent questions for effective listening are as follows:

   a. Do I understand literally what the other person is saying?
   b. To whom is the comment addressed?
   c. What is the speaker's frame of reference?
   d. What are the feelings which he wishes to convey?
   e. Do I understand what he wants to get across?
   f. Do I understand the feelings and ideas he is actually expressing, whether he is aware of these or not?
   g. Can I respond to what the speaker is intending to express?
   h. Am I aware of the context in which the comment is made?
   i. Am I aware of particular difficulties in my comprehension of certain individuals, or of communication under certain circumstances?
   (J. Luft, Group Processes, p. 26.)

5. Solicit information from new teachers to learn of special interests and abilities of individuals which might facilitate getting acquainted.

6. Become involved in special problems of new teachers, particularly minority group teachers, in the following areas:

   a. learning about community services
   b. identifying community resources
   c. assistance with housing

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 3:

Given a list of common and unique experiences of himself and of specified others, the teacher should utilize these to promote communication, self-acceptance, and identification.

C O N T E N T

Communication: Communication refers to what is expressed verbally and non-verbally; it applies to articulated words and thoughts, and to unvocalized feelings; it concerns the intentions of the communicator and the impressions received by the ones to whom the communication is addressed. Difficulties in communication may arise from real or imaginary threats to members of a group, and must be related to questions of power and influence.
(Joseph Luft, Group Processes, p. 25.)

Identification: Identification is an event which occurs when a human being becomes aware of resemblance, overlap, shared aspect, etc., between self and others. The need to identify is a basic need; one can identify strongly or weakly with his nationality, race, creed, team, home town, family, friends, etc. The intensity of identification is usually attributed to the importance to the person of the quality shared. Intensity may grow as a person perceives new common qualities shared beyond the quality responsible for the initial identification.

On Self-Acceptance:

A change in self is brought about not by rejection of self, nor by longing for that which is beyond achievement, but through acceptance of self as one is. We can only make changes in self by beginning where we are. The acceptance of self provides the platform from which it is possible to go somewhere else. In a very real measure the difficulty of the neurotic arises from the very fact that he is unable to accept himself as he is and, thus, has no firm basis from which to move or a frame of reference in which to interpret new events and directions.
(A. W. Combs and D. Syng, Individual Behavior, p. 362.)

Effective change in self is a process of becoming involved in experiences or predicaments and working one's way out of them again.
(Ibid.)

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 3:
(continued)

C O N T E X T
(continued)

In a sense, self change requires a kind of flirting with inadequacy, a willingness to open self to a degree of pain in the present in the understanding that greater adequacy may be achieved in the long run. (Ibid., p. 343)

Having little need to be defensive, adequate persons find it possible to perceive and behave toward their fellows with a minimum of hostility. They accept people for what they are: human beings with interesting individual quirks and characteristics, to be comprehended without fear, hatred, or distortion.
(Ibid., p. 256.)

In a study of self acceptance, E. M. Berger found positive correlations between the following feelings about self and feelings about others.

Self	Others
1. Relies on internalized values and standards.	1. Does not hate, reject or pass judgement on others when different from self.
2. Has faith in his capacity to cope with life.	2. Does not attempt to dominate.
3. Assumes responsibility for and accepts causes of own behavior.	3. Does not assume responsibility for others.
4. Accepts praise or criticism objectively.	4. Does not deny worth or capacities of others.
5. Does not deny or distorts feelings, motives, abilities in self.	5. Wishes desire to serve others.
6. Sees self as person of worth on equal plane with others.	6. Has active interest in others, desires to create mutually satisfactory relationships.
7. Does not regard others as object him.	7. In advancing self is careful not to infringe rights of others.
8. Does not regard self as queer or abnormal.	
9. Is not shy or self-conscious.	

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 3:
(continued)

Suggested Activities:

1. The teacher should utilize students, particularly in learning situations where their unique experiences give them a superior supply of information, as resources for extending the experimental background of both teacher and other students.

2. The teacher should give examples to students in order to help them discover common likenesses and uniqueness. The teacher should use his own world as a point of reference. (For examples, see content under Behavioral Objective 2, Common Elements, page 53.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

The teacher's increased sensitivity to the individual's worth helps the child to raise his level of aspiration and to more fully develop his potential.

BEHAVIORAL OBJECTIVE 1:

After selecting a group of at least three children, the teacher should assemble and study facets about each child in order to discover his abilities and interests in work expected of him, his attitudes toward school, his friends, and parents, and his opportunities for using his abilities in the challenging activities.

Suggested Activities:

1. Study health records, make observations in the classrooms and on the playground and during other school activities, and then record data that show special activities and interests. This should be done without consulting other staff members, nor referring to cumulative folders so that you can formulate your own view of the child.

2. Identify abilities, interests, attitudes toward school, types of friends, and information about their parents through themes written by students. Suggested subjects for themes:

   a. What I would like to be.
   b. My greatest ambition.
   c. The person I most admire.
   d. What I like about my best friend.
   e. What I dislike about some people.
   f. What I like about school.
   g. The kind of teacher who helps me most.
   h. My favorite hobby.
   i. A hobby I would like to have.
   j. What I most admire about my father or mother.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given an "average" group of children and the regular teacher aids available, the teacher should create a warm, friendly classroom environment that will help at least 90% of his children gain insight into themselves as indicated by their expressions of satisfaction.

C O N T E N T

Talk to each child at least once a day and smile frequently at the shy ones.

Don't try to be pals with children; let them know you are their friend and will do all you can to help them.

Keep an open and alert mind so you can get the messages of pupils and professional co-workers.

Avoid putting undue pressures upon children -- or upon yourself.

Learn the symptoms of strain and illness and take proper steps to report and reduce them.

A child is a sensitive human being. Avoid humiliation as punishment.

Enjoy the children. Pick up and use their ideas, suggestions, and experiences.

Above all, relax. Love the children and show it. Develop a sense of humor. Laugh with your class every day.

Find joy in your work.

(Gertrude Lewis, Evaluation of Teaching, p. 40.)

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 2:
(continued)

Suggested Activities:

1. Plan to find opportunities for children to talk with you about how they feel about themselves. Talk with children at recess on the playground or while helping them after school.

2. Have the students write short descriptions of 6 various types of group roles, and check where they think they might fit (quiet child, the one who argues, the bossy one, the leader, the good followers, etc.). Examples:

   a. a student who tries to make everyone happy and sees that everyone is included in the activity.

   b. the student who likes to joke about other students but doesn't like a joke about himself.

   c. the student who contributes very little to a group activity. Much of his time is spent reading a book or drawing pictures. (Note: Each teacher should develop similar group roles suitable to his own class.)

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 3:

In any classroom situation, the teacher should help his students to see that they have various roles to play -- some they are born into, some they are given, and others they choose.

C O N T E N T

The child must create for himself, out of his experience and the teaching he receives, an image of himself and of the kind of person he would like to be. This ideal of self will embody all the feelings of inadequacy and guilt that the child has experienced and must somehow express.... Undoubtedly the largest single element ... is the kind and extent of affectional personal interest shown by an adult toward the child, who thereby may find much needed help toward a constructive, not a self-defeating, ideal of self.
(Gertrude Noar, The Teacher and Integration, p. 17.)

Self worth also involves a sense of adequacy without which there can be little motivation to learn.
(Gertrude Noar, The Teacher and Integration, p. 35.)

To a large extent the child's feelings about himself are shaped by his feeling of trust that the environment will provide what he needs, and be good to him, and by his feeling of confidence that he will be able to manage to keep the balance on the side of the experiences that feel satisfying.
(Gardner Murphy, et al., Feelings and Learning, p. 60.)

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 3:
(continued)

Suggested Activities:

1. Plan to have the students decide on an activity calling for group cooperation. They will divide into groups and perform various roles. (Example: write and act out a play using writers, director, scenery, painters, publicity, ticket seller, etc.)

2. Plan field trips to various places -- businesses, museums (art, industrial), civic organizations, etc., and study the students' observations, either in oral or written form to discover personal desires and ambitions.

3. Have your students make puppets of what they want to be and, after play-acting, make observations to discover the child's ambitions and desires.

4. Have students invite parents and people having different vocational and ethnic backgrounds to talk with the students who are interested in their ways of making a living. Then use buzz sessions to find the reactions of the students.

   Suggestions for guests to be invited:

   a. parent who owns or manages a restaurant.
   b. parent who drives a bus, taxi, or truck.
   c. parent who owns or manages a grocery store.
   d. parent who is a professional -- doctor, lawyer, dentist, or professor.
   e. retired grandparent with an interesting hobby.

5. From guidance and counseling personnel obtain information concerning various occupations. Have this information available to the students in the classroom.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VI:

Increased parent involvement can assist the teacher in becoming sensitized to them.

BEHAVIORAL OBJECTIVE:

Given a list of parents of the students in her classrooms, the teacher should be able to establish communication with at least 50% of them.

C O N T E N T

Implications for school as a cooperating community agency

1. The school must reach out to the home and family of the Negro student to develop a close working relationship.

2. The school should serve as a central agency in a coordinated attack on the problems of the inner-city and culturally disadvantaged families via a multisided approach involving all community resources, including government agencies at all levels (local, state, national), housing, church, hospitals and clinics, police courts, mass media, labor, industry, etc.

We know that parents of Negro pupils living in culturally deprived areas do not evidence the close feeling for the schools that is so prominently visible in high socio-economic neighborhoods in which the PTA flourishes. There are many reasons for this lack of communication. The schools are inferior, and the Negro knows it; so does the school staff. It is not easy to establish a relationship when one party is being shortchanged. Also the Negro parent is helpless. His own education is lacking; his language and dress reflect his status in contrast to that of school personnel; he feels unacceptable; he lacks self-respect.

School people know all this. They are very sensitive to the inadequacies of the school and to the lack of achievement; they feel guilty about it; and it is impossible to communicate across class barriers with inarticulate parents when problems of living make school problems shrink to minor proportions. And most important, the school people rarely show any real knowledge of, and sensitivity to, this community in which they work. (William Kvaraceus et al., Negro Self-Concept: Implications for School Citizenship, pp. 120-121.)

SUB-IDEA VI:
(continued)

C O N T E N T
(continued)

The school must reach out to the Negro home and family. It must begin the educational dialogue with them even before the child comes to school. A preparation for the school program should be set up, enlisting the cooperation of the parent.
(Ibid., p. 122.)

In a Newsweek survey (July 29, 1963) of the Negro in America taken on a cross-section of Negro parents across the nation:

97% of the parents indicated a desire to have their children complete high school.

A large proportion felt their children were now getting an inferior education.

This might perhaps reflect a greater readiness to enter into educational dialogue with the school than the school either recognizes or is willing to accept.

Recognizing the long established dehumanization process in which the Negro has been thrust and the accompanying psychological damage to the black child and his parents, teachers must be prepared to accept the hostility, suspicion, and distrust of the black parent. The teacher must prove himself. He must not meet hostility with hostility. The teacher must always remember to refer to all people by title of respect, such as, Mr. Jones, Mrs. Smith, Dr. Brown, Dear Sir.

The white teacher, teaching black children, should never use the titles boy, girl, gal, preacher, when speaking with Negro adults. In fact, it is not a good idea to use them at all.

Everyone is human and, of course, makes mistakes. Should the teacher inadvertently err, he should immediately apologize to the listener. If he notices a sudden change in the attitude of the parent, he might simply ask, "Did I say something wrong?"

It must be remembered that a good positive relationship between teacher and parents makes the teacher's job so much easier. It is worth a supreme effort to accomplish this.

SUB-IDEA VI:
(continued)

Suggested Activities:

1. Identify either independently or with the assistance of the principal, PTA, or others, a room mother who can assist the teacher in contacting parents.

2. Plan an informal affair where parents and teacher can get acquainted (coffee, tea, picnics, room activities planned and directed by students).

3. Plan an after school or evening social affair for children where the admission criteria is one parent.

4. If parents refuse to come to school, ask if you might visit them in their homes.

5. Visit a child's church or other place of worship.

6. Telephone -- during the day, during the evening, even over the weekend.

ADD YOUR OWN ACTIVITIES

APPENDIX A: ROLE-PLAYING

Purposes:

Role-playing has several purposes:

1. To teach a skill, such as interviewing, listening, salesmanship, dialogue, counseling, debating, peacemaking, teaching a class, or acting.

2. To understand how a person perceives a situation. For example: How did the child feel when he heard the assignment? Did he understand the assignment? Did he understand the movie? How does he interact with his brothers and sisters? Does he tend to be shy, dominant, apathetic, fearful? What does he find unpleasant about the classroom or on the way to school? What prevents him from doing his home work at night?

Materials Needed: None

Grade Levels: All grades

Class Activities:

There are many ways to teach role-playing skills. A very direct way is to ask the group to indicate some problems which may be dramatized in role-playing -- some situation involving two to twenty people.

(Time required: 5 minutes)
Teacher asks class to name some important problems that can be acted out. Class names several problems. Teacher writes them on the board. Teacher asks class to vote on the one or two which seem to be most interesting to them.

Warm-up: (Time required: 5 minutes)
Teacher asks what principle shall we follow in handling this problem? Class names the principles to follow. Teacher writes them on the board. Teacher asks what would be the wrong principles to follow? Teacher writes the wrong principles on the board. Teacher says, "Let's role-play this, following the wrong principles. What would the child say? What would the parent say?"

(Time required: 10 minutes)
If the problem is between teacher and children, then the teacher says, "Who wants to be the teacher, who wants to be the children?" If it is a problem between brothers and sisters, "Who wants to be the brother, who wants to be the sister?" If it is a problem between parents and children, "Who wants to be the mother? Who wants to be the child?" So that the role-players know who they are and in order to make sure they know how to act out the role the wrong way, the class is asked, "What will the mother do the wrong way, what will the child do the wrong way?"

Play It Wrong: (Time required: 4 minutes)

When the teacher is confident the role-players are clear about what they are supposed to do, she asks them to role-play. For little children she will say, "Pretend you are the baby or make believe you are the daddy." There is no rehearsal; there are no written scripts; the role-playing is spontaneous. The acting out takes place for three or four minutes. While interest is still high and before role-players begin lagging, teacher interrupts the role-playing, thanks role-players, and asks the class for discussion.

Discuss It: (Time required: 8 minutes)

Did they follow their instructions? Did they do it as badly as they were supposed to? What did we learn from this?

Role-Play It Correctly:

(Time required: 4 minutes)
Now we role-play the job correctly or in a more productive manner. When it is done wrong it is fun, it relieves the tension. It is easy to do. When it is done correctly, it may be difficult because the students may not have the skills required to listen, to react constructively.

(Time required: 10 minutes)
The second role-playing follows the first after a few minutes of discussion. "What will the teacher do? Following the correct principles written on the board, what will the child do? Who wants to be the child? Who wants to be the parent? Let's act out the same problem again constructively."

Stop Role-Playing While Interest Is High:

When this is under way, after 3 or 4 minutes, it is stopped while interest is high.

Ask Questions:

Are the people listening to each other? Do they trust one another? Are they beginning to understand each other's points of view? How could they improve?

Role-Play It Correctly Again: Discuss It: (Time required: 10 minutes)

Take the Next Problem and Role-Play It, As Above: (10 or 20 minutes)

Evaluation:

What did you like about the class today? What did you dislike about it?

APPENDIX B: NEGATIVE VOCABULARY

To be effective and sensitive a teacher must avoid the use of words, phrases or concepts offensive to members of ethnic groups.

Some of the words to avoid are:

1. Jap
2. Wop
3. Frog
4. Polock
5. Heeb
6. Kike
7. Jewess
8. Negress
9. Nigger
10. Colored boy
11. "boy" when referring to a Negro
12. Chink
13. pig-tail
14. bussed-in or bussed children

Some of the phrases to avoid are:

1. All negroes are alike.
2. A nice colored man.
3. A fine Jewish gentleman.
4. Some of my best friends are Jews. (or --)
5. Jew him down, or Jewing.
6. You're Scotch.
7. They naturally have rhythm.
8. Aren't colored children cute?
9. You people.
10. Your kind.

APPENDIX C: FILMS AND FILMSTRIPS FOR INTERGROUP EDUCATION

The following is an annotated list of films and filmstrips available for school classroom use in intergroup education. With very few exceptions, each of the visual aids described has been personally previewed by members of the Committee of Human Relations of the Department of Public Instruction. Inclusion in this list, however, is not to be interpreted as an endorsement by the Committee or the Department of the views expressed or implied in these aids. It is strongly recommended that every aid be previewed by the teacher before using it in the classroom.

Films and filmstrips have been listed according to their suitability for particular school age groups. These divisions are indicated by the headings, "For All Grades," "For Elementary Grades," "For Junior and Senior High School Grades," and "For Senior High Grades." The aids in each of these categories have been arranged alphabetically according to the following headings:

Anti-Semitism
Discrimination and Segregation
Fair Employment Practices
Fair Housing Practices
Immigrants, Newcomers and Immigration
Intergroup Education in Schools
International Human Rights
Interreligious Understanding
Negro-Americans
Other Minority Groups
Prejudice and Stereotypes
Projects for Brotherhood
Racial Differences

Each description includes the title, content-summary, length, and loan sources from which the aid can be borrowed. All are of classroom length; i.e., less than 60 minutes. Except where otherwise noted, all of these visual aids are black and white. All films are sound and 16mm. The filmstrips are 35mm.

Most of these films can be borrowed for a nominal service or handling charge. Where there is a rental charge, it is mentioned in the description of the aid.

To secure any of these visual aids, contact the distributors indicated by the letter symbols following the description of each film. The full names and addresses of the distributors are listed alphabetically opposite their letter symbols (pages 73-74).

For All Grades

Films

Immigrants, Newcomers, and Immigration:

The Greenie: The story of a little Polish refugee boy, recently arrived in America, who is at first ridiculed and rejected by the youngsters on his block, but is finally accepted by them in true American spirit. 10 minutes. Source: PhilNCCJ, PittNCCJ.

Our People: Vincent Price narrates this story of the contributions of groups of various nationalities, religions and races to American culture, to remind us that America's greatness and strength stem from the diversity of its people and its principle of equal opportunity for all. Folk music and national anthems serve as a background. In color. 12 minutes. Source: ADL, JLC, PFC.

Who Are The People of America? Coronet Magazine's documentary on how American freedoms and customs are the result of the contributions, the working and fighting together of immigrants of all nationalities, religions, and races. In color. 10 minutes. Source: PFC.

Voyage to America: The contributions by each immigrant group to the "building of our country and our democracy." The film covers 350 years up through the Hitler period. 12 minutes. Black and white. $50. Source: ADL.

Interreligious Understanding:

One God: Documentary of the ways in which Protestants, Catholics and Jews worship the same God. Features the choral music of each faith and excellent photography. Based on the book of the same name by Florence Mary Fitch. 37 minutes. Source: ADL.

Your Neighbor Celebrates: A rabbi describes to a high school group the major Jewish holidays: Rosh Hashanah, Yom Kippur, Succoth, Passover and Shevuoth. As he speaks, the film portrays, through music and song, the ceremonies associated with these holidays. 26 minutes. Source: ADL, JCRC, PhilNCCJ.

Prejudice and Stereotypes:

Sing a Song of Friendship: Animated cartoons with fine choral singing and humor. Irving Caesar's musical ballads with messages of interracial, interreligious, and international harmony. Excellent for a community sing. In color. 20 minutes. Source: ADL, JCRC, PhilNCCJ.

For All Grades (continued)

Films (continued)

Racial Differences:

Brotherhoold of Man: This animated cartoon is based on the popular scientific pamphlet, "Races of Mankind." It presents in a humorous and entertaining way the scientific facts of how peoples of all races, religions, and nationalities are alike, and how their differences are superficial and due to accident and environment. In color. 11 minutes.
Source: ADL, JCRC, JLC, PFC, PhilNCCJ.

Filmstrips

Negro Americans:

George Washington Carver Story: The story of how "the plant doctor," in spite of the obstacles of slavery and discrimination, rendered invaluable service to his country by discovering innumerable uses for the peanut. With script. In color. 72 frames. Source: ADL.

Outstanding Americans of Negro Origin: Full-color portraits and thumbnail sketches of 36 outstanding Negro-Americans. With script. 56 frames. Sale only: $6.00. Source: HF.

Prejudice and Stereotypes:

About People: Based on the juvenile bestseller All About Us by Eva Knox Evans, it tells why people live, play, work and worship in different ways, yet are essentially the same regardless of their race, religion or nationality. With discussion guide. In color. 63 frames. Source: ADL, JCRC, PFC.

American Counterpoint: Shows how peoples of various religious, racial and national origins build and enrich our country. With script. Source: PFC.

Little Songs on Big Subjects: Tin Pan Alley's contribution to American democracy and good neighborliness that is ideal for community singing. Has won eight national citations and been broadcast over 2000 radio stations. With recording, lyric sheets and song book. 68 frames.
Source: ADL, PFC, PhilNCCJ, PittNCCJ.

For All Grades (continued)

Filmstrips (continued)

Racial Differences:

We Are All Brothers: Humorous cartoon treatment of the scientific facts concerning beliefs about racial differences. Based on Ruth Benedict's famous pamphlet, "The Races of Mankind." With 20 minute recording or script. 56 frames. Source: ADL, JLC, PFC, PhilNCCJ.

For Elementary Grades

Films

Immigrants, Newcomers, and Immigration:

The Princess In The Tower: The touching story of a newcomer to a typical neighborhood who feels lonely and rejected until she learns that to be accepted she must try to be a friendly neighbor and accept others as of equal worth in their own individual and interesting way. For children ages 10 to 12. 22 minutes. Source: JCRC.

Prejudice and Stereotypes:

Skipper Learns A Lesson: A humorous story of a little dog who learns that it's what people are on the inside, not their appearance on the outside, that counts. In color. 10 minutes. Source: ADL, JCRC, PFC.

The Toymaker: Puppets play happily together until they discover differences in their appearance. Fear and a fight follow until they realize that they are both created and loved by the same God. Endorsed by the Family Service Association. In color. 15 minutes. Source: ADL, DPW, FLP, JCRC, PFC, PhilNCCJ.

Filmstrips

Prejudice and Stereotypes:

Maple Street All-Americans: Cartoon story of how the boys on the street discovered that they could have more fun and a better team by choosing playmates without regard to their name, skin, color, or church. With script. 42 frames. Source: PFC, JCRC, PhilNCCJ.

The Rabbit Brothers: A humorous cartoon story showing that color is not proof of character, and that one can be so much happier by being friendly with all persons regardless of color, and by liking or disliking them on their individual merits. With captions. 34 frames. Source: ADL, JCRC.

Distributors:

ADL Anti-Defamation League of B'nai B'rith
225 South 15th St., Philadelphia 2, Pa.

AF Association Films
Broad at Elm St., Ridgefield, N.J.

AFL-CIO American Federation of Labor and Congress of Industrial Organizations
Film Division, Department of Education
815 Sixteenth St., N.W., Washington 6, D.C.

AFSC American Friends Service Committee
Community Relations Program
160 North 15th St., Philadelphia 2, Pa.

BFC Broadcasting and Film Commission
National Council of the Churches of Christ in the U.S.A.
220 Fifth Ave., New York 1, N.Y.

CF Contemporary Films
267 West 25th St., New York 1, N.Y.

DPI Department of Public Instruction
Bureau of Instructional Materials and Mass Media
Education Building, Harrisburg, Pa.

DPW Department of Public Welfare
Bureau of Community Mental Health Services
Health and Welfare Building, Harrisburg, Pa.

EBF Encyclopaedia Britannica Films
1150 Wilmette Ave., Wilmette, Illinois

ECRC Erie Community Relations Commission
606 Commerce Building, Erie, Pa.

FLP Free Library of Philadelphia
Educational Films Department
Logan Square, Philadelphia 3, Pa.

HF Harmon Foundation, Inc.
Division of Visual Experiment
140 Nassau St., New York 38, N.Y.

JCRC Jewish Community Relations Council of Greater Pittsburgh
234 McKee Place, Pittsburgh 13, Pa.

JLC Jewish Labor Committee
25 E. 78th St., New York 21, N.Y.

FPC Philadelphia Fellowship Commission
Community Services Department
260 South 15th St., Philadelphia 7, Pa.

PhilCHR Philadelphia Commission on Human Relations
625 City Hall Annex, Philadelphia 7, Pa.

PhilNCCJ National Conference of Christians and Jews
1211 Chestnut St., Philadelphia 7, Pa.

PHRC Pennsylvania Human Relations Commission
1401 Labor and Industry Building, Harrisburg, Pa.
or 1508 State Office Building, Pittsburgh 22, Pa.
or 1506 State Office Building, Philadelphia 30, Pa.

PittCHR Pittsburgh Commission on Human Relations
518 City-County Building, Pittsburgh 10, Pa.

PittNCCJ National Conference of Christians and Jews
1307 Keenan Building, Pittsburgh 22, Pa.

PR Commonwealth of Puerto Rico
Migration Division, Department of Labor
322 W. 45th St., New York 36, N.Y.

PSL Pennsylvania State Library
Visual Aids Section, Box 608, Harrisburg, Pa.

TFC Teaching Film Custodians
25 W. 43rd St., New York 36, N.Y.

UAA United Artists Associated
247 Park Ave., New York 17, N.Y.

UC University of California Extension
Educational Film Sales Department, Los Angeles 24, Calif.

USW United Steelworkers of America
Committee on Civil Rights
1500 Commonwealth Building, Pittsburgh, Pa.

Records

Scholastics

Folk Tales from Indonesia, $3.25, #7102
Folk Tales from West Africa, $3.25, #7103
Ashanti Folk Tales from Ghana, $3.25, #7110
Uncle Bouqui of Haiti, $3.25, #7107
Ride in the Sun (Phillipines, China, Egypt, Iceland, and Brazil) $3.25, #7109
2000 Years of Music (History of Music from earliest time to 18th century: Greek chants, Jewish and more), $8.50, #3700

APPENDIX D: SOURCES FOR INTERGROUP EDUCATION TEACHING AIDS

American Friends Meeting House, 1010 Greenleaf Street, Evanston, Ill.

M S American Jewish Committee, 105 W. Adams, Chicago, Ill., 782-2444

M S Anti-Defamation League of B'nai B'rith, 222 W. Adams, Chgo., 782-5080

M S American Indian Center, 738 W. Sheridan, Chgo., Ill., 275-5871

M S National Conference of Christians and Jews, 203 N. Wabash, Chgo., CE 6-0272 (Field trips for adults and high school, Mrs. Wilma H. Rabe, Director of Program Service)

I.E.A., 100 E. Edwards St.,
Springfield, Ill., 62704
Oakbrook, 654-3344

Association of Spanish Speaking People of America, 1359 N. Rockwell, Chicago, Illinois, 772-5770

M S Chicago Urban League, 4500 S. Michigan, Chicago, Illinois, AT 5-5800

Chinese American Civic Council, 2249 S. Wentworth, Chicago, Illinois, CA 5-0234

M S Council of the Southern Mountain Inc., 1028 Wilson, Chicago, Illinois, Director, Mrs. James Grisham, 271-0846

Puerto Rico Community Center, 2108 N. Halsted, Chicago, Ill., 348-7315

M S Jr. Association of Commerce and Industry, 30 W. Monroe, Chgo., Ill., FR 2-7700

M - materials sent upon request

S - speakers sent upon request

BIBLIOGRAPHY

Books

Clark, Kenneth. Prejudice and Your Child. Boston: Beacon Press, 1963.

Combs, A. W., and Syng, D. Individual Behavior. Evanston, Ill.: Harper & Bros., 1949.

Goodman, Mary Ellen. Race Awareness. New York: Macmillan Co., 1964.

Hentoff, Nat. Our Children Are Dying. New York: Viking Press, 1966.

Hentoff, Nat. The New Equality. New York: Viking Press, 1964.

Kvaraceus, William, et al. Negro Self-Concept: Implications for School and Citizenship. New York: McGraw-Hill, 1965.

Lane, Howard, and Beauchamp, Mary. Human Relations in Teaching.

Lewis, Gertrude M. The Evaluation of Teaching. Washington, D.C.: National Education Association, 1966.

Luft, Joseph. Group Processes. Palo Alto, Cal.: National Press, 1966.

Murphy, Gardner, et al. Feelings and Learnings. Washington, D.C.: Association for Childhood Education International, 1965.

Noar, Gertrude. The Teacher and Integration. New York: Student National Education Association, 1966.

O'Neill, Mary. Hailstones and Halibut Bones. New York: Doubleday and Co., 1961.

Taba, Hilda, et al. Designing Human Relations Needs. Washington, D.C.: American Council on Education, 1951.

Weinberg, Meyer. Learning Together. Chicago: Chicago Integrated Education Association, 1964.

Pamphlets and Magazines

Dykstia, F. R., et al. A Teaching Program in Human Behavior and Mental Health. Iowa City: University of Iowa, 1967.

Grambs, Jean. Understanding Intergroup Relations. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Hamachek, Don E. Motivation in Teaching and Learning. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Kilpatrick, William. Modern Education and Better Human Relations. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Los Angeles City Schools Council on Human Relations. Improving Inter-Group Relations - A Handbook for Teachers. 1965.

Mack, Raymond, and Duster, Troy. Patterns of Minority Relations. Washington, D.C.: Anti-Defamation League of B'nai B'rith, Freedom Pamphlets, 1964.

National Education Association. Parent and Teacher Relationships, Booklet 16. Washington, D.C.

National Education Association. Report of the Task Force on Human Rights. Washington, D.C., 1968.

National Education Association. Teacher Education in the Classroom. Washington, D.C.

Montagu, Ashley. What We Know About Race. New York: Anti-Defamation League of B'nai B'rith, 1965.

Noar, Gertrude. Current Problems and Issues in Human Relations Education. New York: Anti-Defamation League of B'nai B'rith, 1965.

North Central Association. Teacher Education for Human Relations in the Classroom.

Ojemann, Ralph. Personality Adjustment of Individual Children. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Pennsylvania State Committee on Human Relations. Guide to Intergroup Education in Schools. Curriculum Development Series No. 6. Harrisburg, Pa.: Pennsylvania Dept. Public Instruction, 1962.

Pettigrew, Thomas F. Negro American Intelligence. New York: Anti-Defamation League of B'nai B'rith, 1963.

Stout, Irving, and Langdon, Grace. Parent-Teacher Relationships. Washington, D.C.: National Education Association, Association of Classroom Teachers.

U.S. Commission on Civil Rights. Racial Isolation in Public Schools, Summary Report.

Webster, Staten. Understanding the Educational Problems of the Disadvantaged Learner. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Winecoff, H. Larry, and Kelly, Eugene W., Jr., "Teachers, Free of Prejudice?" Integrated Education: A Report on Race and Schools, Issue 39, May-June, 1969.

Los Angeles City Schools Council on Human Relations. Improving Inter-Group Relations - A Handbook for Teachers. 1965.

Mack, Raymond, and Duster, Troy. Patterns of Minority Relations. Washington, D.C.: Anti-Defamation League of B'nai B'rith, Freedom Pamphlets, 1964.

National Education Association. Parent and Teacher Relationships, Booklet 16. Washington, D.C.

National Education Association. Report of the Task Force on Human Rights. Washington, D.C., 1968.

National Education Association. Teacher Education in the Classroom. Washington, D.C.

Montagu, Ashley. What We Know About Race. New York: Anti-Defamation League of B'nai B'rith, 1965.

Noar, Gertrude. Current Problems and Issues in Human Relations Education. New York: Anti-Defamation League of B'nai B'rith, 1965.

North Central Association. Teacher Education for Human Relations in the Classroom.

Ojemann, Ralph. Personality Adjustment of Individual Children. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Pennsylvania State Committee on Human Relations. Guide to Intergroup Education in Schools. Curriculum Development Series No. 6. Harrisburg, Pa.: Pennsylvania Dept. Public Instruction, 1962.

Pettigrew, Thomas F. Negro American Intelligence. New York: Anti-Defamation League of B'nai B'rith, 1963.

Stout, Irving, and Langdon, Grace. Parent-Teacher Relationships. Washington, D.C.: National Education Association, Association of Classroom Teachers.

U.S. Commission on Civil Rights. Racial Isolation in Public Schools, Summary Report.

Webster, Staten. Understanding the Educational Problems of the Disadvantaged Learner. Washington, D.C.: National Education Association, Association of Classroom Teachers.

Winecoff, H. Larry, and Kelly, Eugene W., Jr., "Teachers, Free of Prejudice?" Integrated Education: A Report on Race and Schools, Issue 39, May-June, 1969.

SECTION III

STUDENT RESOURCE MANUAL

(For Teacher Use Only)

There is on the next page of this section a summary page which lists the Main Idea and all the Sub-Ideas developed for the entire Student Resource Manual. After this summary page, each of the Sub-Ideas is presented in sequential order. First in the sequence, then, is the Sub-Idea, followed by a Behavioral Objective and Suggested Activities.

SENSITIVITY TO INTERPERSONAL RELATIONSHIPS

MAIN IDEA: See Teacher Manual.

Sub-Ideas:

I. Greater sensitivity can be developed through knowledge of the ethnic, religious, and social backgrounds of the home and community of students and teachers.

II. Greater sensitivity develops more positive attitudes.

III. Greater sensitivity develops more sincere interpersonal relationships.

IV. Greater sensitivity facilitates the appreciation of each individual's worth.

V. Increased sensitivity between teacher and student helps the student appreciate his own worth and aids him in developing the feeling of being a person of confidence.

VI. Increased parent involvement can and should assist the child in developing more positive attitudes toward his school, his teachers, and his parents.

SUB-IDEA I:

Greater sensitivity can be developed through knowledge of the ethnic, religious, and social backgrounds of the home and community of students and teachers.

BEHAVIORAL OBJECTIVE 1:

After studying various cultures, you should be able to help plan a program that will introduce many facets of the various backgrounds.

Suggested Activities:

1. Bring objects of interest to show, discuss, and write about.
2. Invite to school members of the community who can entertain, or who can display some object of interest related to a specific culture.
3. Attend activities such as church or synagogue, meetings, holiday festivities, or musical programs and discuss your experiences in the classroom.
4. Study a cultural group and present your findings to the class in forms of art and reports.
5. Do the Unipac, "Buildings," by Bernice Kaplan.

ADD YOUR OWN ACTIVITIES

SUB-IDEA I:
(continued)

BEHAVIORAL OBJECTIVE 2:

After studying various cultural backgrounds, children and teachers should be able to find some bases common to their backgrounds, and to be able to appreciate the differences in their backgrounds.

Suggested Activities:

1. Compile a cookbook of various ethnic groups. Compare the recipes. What similarities can you find? What differences can you find?

2. Study various folk dances and find the similarities and differences in them.

3. Listen to music and learn songs of various cultural and ethnic groups. How are they similar? Different?

4. Study paintings and other art forms of various cultural and ethnic groups. Find unique traits for each group.

5. What are the occupations, trades, and professions of the various ethnic backgrounds represented in your class? List and discuss.

6. Do the Unipac, "Dance to the Music," by Linda Hairston.

ADD YOUR OWN ACTIVITIES

SUB-IDEA II:

Greater sensitivity develops more positive attitudes.

BEHAVIORAL OBJECTIVE:

Given an opportunity to meet many different types of children in an integrated classroom, the student should be able to participate in activities serving to broaden his scope.

Suggested Activity:

Using the following checklist, put an "x" in the appropriate column.

Checklist -- Likes-Dislikes

	often	some-times	almost never
1. I enjoy wearing something unique or doing something unique because I like the feeling of uniqueness.			
2. Concerning my feeling of well-being, I don't care what my friends think of me.			
3. I need to win and give love.			
4. I need to win the approval of many people.			
5. I can be content listening to others' conversation without feeling a need to participate.			
6. I must be heard in all conversations.			
7. I feel much more comfortable wearing what is in standard good taste and doing conventional things.			
8. I like my friends to be all the same.			
9. I like to put myself in some character's shoes and try to solve his problem.			

	often	some-times	almost never
10. When I become cross in the classroom, I like to analyze the situation to see the reason for my anger.			
11. I like to see people develop their own ideas.			
12. When I get angry I try to cool off as quickly as possible, and feel that the sooner I forget it, the better.			
13. I get angry when I disagree with someone.			
14. When I hear derogatory remarks or jokes about another race or ethnic group, I am fearful to speak out in their defense even though I may object inwardly.			
15. I enjoy having guests of another race come to my home.			
16. It bothers me to have people of another race come to my home if I know my neighbors object.			
17. It is fine to have friends of another race where I go to school, but my home life does not include having friends of another race visit me.			
18. When I hear generalizations or belittling remarks of another race or ethnic group, I speak out and let others know how I feel.			

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:

Greater sensitivity develops more sincere interpersonal relationships.

BEHAVIORAL OBJECTIVE 1:

After studying the backgrounds of other students, you should be able to plan activities in which you can establish a closer, more understanding communication with your classmates.

Suggested Activities:

1. Organize a classroom club and engage in the following activities:

    a. Develop hobbies.

    b. Plan parties.

    c. Learn ethnic songs and dances.

    d. Select and discuss criteria for choosing leaders.

ADD YOUR OWN ACTIVITIES

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:

Without the aid of your notes, you should be able to reveal how you see conflicting values such as living in a materialistic, highly competitive world compared to humane and altruistic values.

Suggested Activities:

1. Write and answer some open-ended questions that will be useful in learning about your values. The following questions are examples of the kind of questions you should have in your list. Have your teacher help you.

   a. What would you wish for if you had three wishes?

   b. What would you do if you had $100, $500, $1,000, $1,000,000?

   c. What things make you mad (angry)?

   d. What things worry you?

   e. What things do you like about yourself?

   f. What things would you like to change about yourself?

   g. What was the hardest choice you ever had to make, and why was it hard?

   h. If you were twenty-one, what kind of person would you like to be?

   i. What do others say they like about you?

   j. How do others criticize you?

   k. What should happen to a person who "tells on" ("snitches on") a friend?

   l. What person your own age would you like most to be? Why?

   m. What would a person have to do so that you and your friends wouldn't play with or even speak to him?

   n. Who is the most successful person you know and why do you think he is successful?

SUB-IDEA III:
(continued)

BEHAVIORAL OBJECTIVE 2:
(continued)

2. Use puppets to show conflicting values suggested by the above questions. For example, each character receives money and discusses what he is to do with his money.

3. Write an autobiography. Have your mother or father help you find pictures of yourself and your family to be put into the story. Make it into a book.

4. Have seminars to discuss some of the conflicting values of our society.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:

Greater sensitivity facilitates the appreciation of each individual's worth.

BEHAVIORAL OBJECTIVE 1:

Given a list of ten of your classmates, you should be able to identify a positive trait in five of them.

Suggested Activities:

1. Each student in the classroom should write his own name on five slips of paper. The teacher will place these in a container. Each student then draws out five names, lists them on a piece of paper, and adds five names of other classmates. After each name write one positive trait of that student.

   a. The teacher then compiles a master list of all traits listed, supplementing this list with her own contributions, especially where there are obvious deficiencies.

   b. Each student is given his list which he may share with others.

   c. Each student chooses the trait that he thinks most characteristic of himself.

2. Choose a partner and with your partner make a list of all the strengths you observe in each other. Give these lists to your teacher.

3. Do the Unipac, "All People Have Personal Strengths," by Dorothy Magett.

4. Do the Unipac, "Colors," by Lillian Payne.

ADD YOUR OWN ACTIVITIES

SUB-IDEA IV:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a list of your classmates you should be able to identify talents and skills they possess which are not demonstrated in the classroom.

Suggested Activities:

1. Write, stage, and direct a talent show.

2. Make a survey of all the activities in which the students in your class participate.

   a. How many positions of leadership are held?

   b. How many duties are performed for which there is no great reward attached?

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:

Increased sensitivity between teacher and student helps the student appreciate his own worth and aids him in developing the feeling of being a person of confidence.

BEHAVIORAL OBJECTIVE 1:

Given a class which is divided into two integrated groups, you should discuss (on tape) with your neighbor what he wants to accomplish, and what he wants for himself in life.

Suggested Activities:

1. Discuss some admirable traits of persons in the community and of a person connected with school (teacher, nurse, custodian).

2. After talking five minutes with a classmate, make a list of his goals and report these to the class.

3. Classify the items on the list as belonging under the categories of security, power, respect, etc. Discuss the value you think is most important.

4. Do the Unipac, "All Teachers Are Not Alike," by Ida Downs.

ADD YOUR OWN ACTIVITIES

SUB-IDEA V:
(continued)

BEHAVIORAL OBJECTIVE 2:

Given a reasonable length of time, you should be able to write a theme discussing a person you would like to be.

Suggested Activities:

1. Write a theme about a person you would like to be, telling why you would like to be like that person. Think in terms of items such as:

   wealth, profession, occupation, power of position, politics, position to help others.

2. Write a theme telling about an organization you know about and why you would like to be a member of it, or why you already are a member of it.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VI:

Increased parent involvement can and should assist the child in developing more positive attitudes toward his school, his teachers, and his parents.

BEHAVIORAL OBJECTIVE 1:

Given a list of school activities, you should be able to find at least one way to involve your parent(s) in one of these.

Suggested Activities:

1. Plan a school activity to which you will invite your parents.

2. Solicit a group of parents to plan an activity for school or out-of-school.

ADD YOUR OWN ACTIVITIES

SUB-IDEA VI:
(continued)

BEHAVIORAL OBJECTIVE 2:

After completing a questionnaire, you should be able to identify any positive relationships between the school and your home.

Suggested Activities:

1. Complete the sentences on the form labeled, "What I Think," on page 93.

2. Find at least two similarities between the school and your home that you consider good and positive.

ADD YOUR OWN ACTIVITIES

What I Think

Instructions: Complete the following sentences in writing, and return it to your teacher.

1. When I stay home from school, unless I am sick, my teacher _____

   _____.

2. When my parents have a report conference with my teacher, I _____

   _____.

3. My parents think my teacher _____

   _____.

4. When my teacher asks my parents to help me at home, they _____

   _____.

5. When my parents ask my teacher if they can help me, my teacher

   _____

   _____.

6. A teacher has never been to my home because _____

   _____.

7. I think my teacher's home is _____

   _____.

8. My parents think my principal _____

   _____.

9. My parents think because my teacher is white (or black) that

   _____.